

Cluster Information			
Milestone Number :	1	Date:	30 May 2008
Lead School:	Mulberry Grove School	MOE School ID Number:	1385
Cluster Name:	Great Barrier Island	Contract Number:	08-0195
National Facilitator:	Suzi Gould		
Project Director/s:	Indira Neville	Project Facilitator/s:	Indira Neville

Milestone 1

1. Response to Milestone tasks

1.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

1.2.1 Liaise with the National Facilitator assigned to this project;

The Great Barrier Island Cluster has not had any contact (digital or physical) with National Facilitator Suzi Gould during this first contract period.

Due to an existing relationship the Cluster Facilitator has had some email contact with Sherry Crisp, generally involving the asking of advice. Responses to this have been prompt and helpful.

1.2.2 Provide a brief overview of progress in the following three areas: Implementation of the cluster programme, Leadership and strategic planning, Development of a professional learning community.

A. Implementation of cluster programme: Overview of Programme Activities

The Great Barrier Island ICT PD Cluster has had a very slow and frustrating first six months. Our cluster is unusual in that the Principal of the lead school (Mulberry Grove) is also the Cluster Facilitator. A few weeks into term 1 of this year the Principal release teacher at Mulberry Grove School resigned. This has meant that the cluster facilitator has not been able to have the one day a week ICT Facilitator-release as planned. A severe lack of relievers on Great Barrier Island has also meant that teachers within the cluster have had their release limited.

But! A new Principal release teacher has recently been appointed to Mulberry Grove School and she will be starting June 16th. This same teacher is also able to release teachers throughout the cluster on a weekly basis. Hence we are optimistic that we will be able to make our cluster effective and satisfying in the future.

The Correspondence Unit teacher also resigned in term 1 and the unit has not yet found a full-time replacement hence their lack of involvement so far.

All that said we have managed some small achievements within the cluster. These are outlined as follows;

What did we do and how often?	Who was involved and how many were involved?	How useful were those activities?
Attendance at Learning@school conference.	3 cluster principals and 1 playcentre representative	Excellent for developing collegiality within the cluster, also inspirational in terms of showcasing ICT/education possibilities.
Workshop presentation at Learning@school; <i>Developing a Local Curriculum around the Key Competencies</i>	Mulberry Grove School principal/cluster facilitator	Helpful to get feedback from the wider educational community.
Development of action plan for each Mulberry Grove School and Okiwi School (see appendix A)	Principals/representatives from each organisation, Cluster Facilitator	Great for clarifying goals and the steps needed to achieve them.
Attendance at <i>Digital Storybooks & Learning Stories</i> course run by Kohia Teacher's Centre	Playcentre representative and junior teacher from Mulberry Grove School (other junior teachers declined the opportunity to go)	Lots of good ideas, some actioned immediately at Mulberry Grove School
Attendance at the <i>Auckland Numeracy Symposium</i>	Mulberry Grove School staff (other schools declined opportunity to attend)	An excellent day that has influenced our Numeracy practise on many levels

Participation in <i>e-asttle</i> trial	All three cluster schools	Due to issues with the e-asttle pilot the impact yet to be felt
Negotiated inclusion for Aotea Island Playcentre in ECE ICT Professional Learning Project	Playcentre, Cluster Facilitator, ECE ICT PL facilitators	This has only just happened and the impact has yet to be felt
Enrolment in <i>Masters of Communication Studies (new media major)</i> at Auckland University of Technology	MGS Principal/Cluster Facilitator	1 paper undertaken currently and it has been very satisfying and interesting for the person involved
Purchase of <i>Access-it</i> by cluster	All three cluster schools and Aotea Island Playcentre	This has only just happened and impact as yet to be felt
Professional development days on network management by <i>New Era IT</i>	Mulberry Grove and Kaitoke School Principals	Great. Many network problems eliminated and new ones more often seem fixable

B. National Programme Objective: Developing leadership and strategic planning

As earlier stated our cluster programme has been constrained by staffing issues. As a result we have made very little progress, particularly in the area of Leadership and Strategic Planning. What little we have achieved is outlined as follows;

Cluster Programme Goals	Success Indicators
1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.	<ul style="list-style-type: none"> Cluster participants undertake, share and use reflection as a decision-making tool. Vision statement exists for cluster. 2009 charters, plans and other school-wide documents include cluster-related initiatives and processes. Individual action plans developed for each school, implemented and reported on.
2. Increase use of existing professional learning resources (eg: TKI, Leadspace).	<ul style="list-style-type: none"> Cluster members undertake, use, and feedback their use of professional learning resources.
3. Exploration of distance learning as a means for individuals to extend professionally (eg: acquisition of qualifications).	<ul style="list-style-type: none"> Individual cluster members are involved in study.
4. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	<ul style="list-style-type: none"> Focus area incorporated into teacher planning and classroom program. PD days are held involving teacher reflection and further planning around focus area. School-wide planning, assessment & reporting procedures include focus area.

Mid-year review -
<p>What progress has been made towards achieving these goals?</p> <p>We have not made much progress in the area of Leadership and strategic planning. What little we have achieved is as follows;</p> <ul style="list-style-type: none"> Individual action plans developed for Mulberry Grove and Okiwi Schools. Kaitoke School will be done when the facilitator has more release, Aotea Island Playcentre will be done in conjunction with facilitators from the ECE ICT project visiting later this month, the Correspondence Unit will be done once the unit appoints a permanent teacher/supervisor (goal 1). All cluster members were offered the opportunity to undertake distance learning. The Mulberry Grove School Principal was the only one to accept the offering, enrolling in a Masters of Communication Studies (new media) at AUT (goal 3). Each organisation has decided on a focus area (see action plans). Mulberry Grove School Undertaken some PD around Using Language Symbols & Text and incorporated related ideas into planning (goal 4). All three island schools are part of the <i>e-assttle</i> trial (goal 4). <p>What evidence supports this?</p> <p>As above.</p> <p>What are the key lessons for the cluster?</p> <p>Very difficult to answer this as our lack of progress has been due to circumstances, rather than anything we have done or not done as a cluster. Our inability to make any progress in this area has been a source of great frustration and has caused us to realise that we do want to work together to make learning more powerful for the children of Great Barrier.</p> <p>What are the next steps towards achieving the outcome?</p> <p>Regular release for the cluster facilitator is required to develop and work according to the individual organisation's action plans.</p>

C. Programme Outcome: Development of a professional learning community

Progress in this area has been slightly more forthcoming for the GBI cluster. We have begun to develop shared administrative systems by purchasing the database *Access It*. One of the major themes for the Great Barrier Island ICT PD cluster is that of 'connection'. We aim to foster numerous connections and collaborations between organizations and ideas and a web presence provides a crucial method of achieving this. We ultimately envisage a website with places for developing and sharing multimedia work, wikis and blogs for interaction and reflection and an attached database to provide practical support for collaboration.

We have decided to begin to establish our digital presence with the *Access It* database. It provides a web based means to combine our collections of library books and other resources; a basis for sharing and making the most of what we already have and a place to begin to build an island-wide professional reference library. The latest version of *Access It* also has a couple of extra features we find especially appealing. The first of these is the 'e-file' function, allowing any file to be uploaded and then downloaded, an invaluable feature that would allow us to disburse and organize cluster-related items (websites, application instructions, professional readings, work samples etc). The second feature is the ability to write reviews and provide feedback by the users of resources, thus opening up opportunities for interaction and dialogue. A database is also an application familiar to most of the staff in our cluster and provides a non-threatening entry into the world of web 2.0.

Cluster Programme Goals	Success Indicators
1. Use of ICT to access limited resources and meet the needs of specific groups of students (eg: specialist teachers of languages in years 7 & 8, gifted & talented).	<ul style="list-style-type: none"> Teacher planning & classroom programs reflect use of an on-line limited resource.
2. Continue to develop shared administrative systems (eg: shared database of resources, wider area network between organisations, ICT plans).	<ul style="list-style-type: none"> Goals and purposes of shared administrative system are recorded and available to all. Clerical assistant is employed and database/WAN established. Examples of cluster-related tasks utilizing the system are available.

3. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).	<ul style="list-style-type: none"> Experts come to the island and undertake ongoing work with cluster members. A professional library of publications and resources is established and added to throughout the time of the contract.
4. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences, other schools).	<ul style="list-style-type: none"> Learning@school is attended by the cluster principals/leaders. All cluster members have attended one conference. All cluster members have visited one other educational institution.
5. Commit to sharing some of the practise we develop with others across the cluster but also nationally and internationally, either online (eg: lesson plans on TKI) or in person (eg: presenting at conferences).	<ul style="list-style-type: none"> Cluster facilitator has applied to present at one conference (and hopefully presented).

Mid-year review

What progress has been made towards achieving these goals?

As stated we have made some limited progress in developing a professional learning community. We have achieved the following;

- Purchasing *Access It* as a cluster. We have also had some PD in using the software and have begun to catalogue items (goal 2).
- A professional development day for all administrative staff in the cluster was held, the aim being for all to upskill in the use of *eTap*, *Musac* and *ENROL* (goal 2).
- Contacted Kathe Tawhiwhirangi-Perry for assistance in locating kura who are using ICT to support the teaching and learning of Te Reo (this was a goal identified by Okiwi School). I received acknowledgement of my contact but am waiting for further help (goals 3 & 4).
- Contacted Ann Hatherly for assistance in developing an ICT PD programme for Aotea Island Playcentre. Ann and the MOE have agreed to incorporate the Playcentre into the ECE ICT PD project and a facilitator will be coming to meet with myself and Playcentre representatives later this month (goals 3 & 4).
- The cluster facilitator presented a workshop at the *Learning@school* conference titled *Creating a Local Curriculum with the Key Competencies at the Heart*. She has also applied to present two workshops at *Ulearn* later in the year, and two other members of the cluster have also sent in abstracts (goal 5).
- Requests for post-conference information around Mulberry Grove School's use of the key competencies have been common. All of the school's work is available on their website (goal 5).

What evidence supports this?

As above

What are the key lessons for the cluster?

It is exciting for the schools and teachers of Great Barrier to realise they have stuff to share, both with each other and the educational community at large. It has been equally significant to realise the wider world is accessible to them and willing to help us in all its various forms (websites, other teachers, project facilitators etc). Both these notions signify an 'opening up' for education on the island and the cluster is keen to explore this further.

What are the next steps towards achieving the outcome?

Dependent on facilitator release individual cluster organisations need to follow up on virtual and actual interaction with relevant off-island organisations, we need to consolidate the use of *Access It* and continue to build a more interactive and collaborative web presence, we will all attend *Ulearn* in October with some of us presenting.

1.2.3 Provide a brief report on the progress of each school.

Mulberry Grove School:

As the lead school with a Principal who is also the cluster facilitator, Mulberry Grove School has made the most progress within the GBI cluster. An action plan has been developed and its goals are consistent with the school's overall strategic vision and annual plan. This means that many of our ICT and PD goals are

being pursued as a matter of course, the ICT PD allowing us financially to achieve things more easily and the 'on site' facilitator providing the expertise.

Throughout the contract Mulberry Grove School is exploring the use of ICT to support the Key Competencies. This year the focus is on the competency 'Using Language, Symbols and Text' which at Mulberry Grove we have defined to essentially mean Literacy and Numeracy. With this in mind we have;

- Made contact with Numeracy Facilitator Erin Hooper who has agreed to work with the school throughout this year.
- Attended the Auckland Numeracy Symposium in term one, holding a teacher-only-day to allow the whole staff to be present.
- Incorporated the new curriculum and Numeracy framework into Maths planning, delivery and assessment school-wide, including the use of *e-asttle* to assess year 5 upwards.
- Accessing and incorporating the use of digital learning objects and other numeracy related web resources in planning and teaching.
- Developing a school intranet for easy access to numeracy-related digital resources.
- Purchasing of Numeracy-related PD print material.
- Incorporated the new curriculum and the Literacy Learning Progressions into the planning, delivery and assessment of Literacy school-wide, including the use of *e-asttle* to assess year 5 upwards.
- Reorganised the school day to allow a two-hour literacy block every morning.
- Attendance at the *Digital Storybooks & Learning Stories* course run by Kohia Teacher's Centre by the year 0 to 3 teacher.
- Accessing and incorporating the use of digital learning objects and other literacy-related web resources in planning and teaching.
- Developing a school intranet for easy access to literacy-related digital resources.

Okiwi School:

The Principal of Okiwi School came back from Learning@school very enthusiastic and keen to get involved in the ICT PD contract. As a result of this the school has a completed action plan and has a clear idea of where they want to go. Unfortunately the cluster facilitator's lack of release and lack of specialist knowledge about ICT and Kura kaupapa have impacted on Okiwi School's progress. The first issue will be determined shortly but the second is as yet unresolved; Okiwi seeks specifically to visit other kura (or mainstream schools) who are using ICT effectively to support the teaching and learning of Te Reo. We have made contact with Kathe Tawhiwhirangi-Perry but have not as yet learnt of any suitable places to visit. Okiwi School are part of the *e-asttle* pilot.

Kaitoke School:

As an organisation Kaitoke School have probably suffered most from the lack of facilitator input. They have a very busy Principal who is also missing her principal release and a junior teacher who is not very confident in regards to ICT. Sadly so far we have not found time to even create an action plan. Kaitoke School are part of the *e-asttle* trial.

Aotea Island Playcentre:

Aotea Island Playcentre have been very busy getting their organisation physically ready for the ICT contract. They have had their building rewired and new power points put in, purchased a laptop, and arranged for broadband to be connected. Making contact with Ann Hatherly has been beneficial and she has arranged for the playcentre's inclusion in the Early Childhood Education ICT Project. Ann and an Auckland Facilitator are coming out to the Barrier later in June, at which time the cluster facilitator and the Playcentre 'lead parent' will meet with them to develop an action plan.

The GBI Correspondence Unit:

Early this year the Correspondence Unit Teacher resigned. Since then the unit has been supervised by a series of enthusiastic locals who care about the unit but aren't teacher trained. At this stage no new permanent teacher has been employed. ICT PD related planning and activities need to wait until this does happen.

1.2.4 Report on the status of your cluster's completion of the Baseline Survey.

All cluster members have completed the survey.

1.2.5 Report on the impact for cluster personnel of the 'Learning at School' Conference.

All three island Principals and the Playcentre rep attended *Learning@school* this year. The experience was valuable for three main reasons; firstly members of the cluster were able to develop a sense of collegiality, second was the opening up of a world of possibilities in terms of ICT and education, and finally the workshop run by the cluster facilitator at the conference was great in terms of discussing and receiving feedback about Mulberry Grove School's work around the key competencies. It has been frustrating that we haven't really been able to capitalise on the initial enthusiasm generated by our trip to Rotorua.

1.2.6 1.2.5 Report on the progress against individual school action plans.

Cluster Programme Goals	Success Indicators
1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	<i>Please see attached action plans for Okiwi and Mulberry Grove Schools (appendix A)</i>
2. Use of ICT to access limited resources and meet the needs of specific groups of students (eg: specialist teachers of languages in years 7 & 8, gifted & talented).	<i>Please see attached action plans for Okiwi and Mulberry Grove Schools (appendix A)</i>
3. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).	<i>Please see attached action plans for Okiwi and Mulberry Grove Schools (appendix A)</i>
4. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences, other schools).	<i>Please see attached action plans for Okiwi and Mulberry Grove Schools (appendix A)</i>
Mid-year review	
<p>What progress has been made towards achieving these goals? With the possible exception of Mulberry Grove School very little progress has been made in regards to developing and working through individual action plans for each cluster organisation. This has been discussed in detail in section 1.2.3.</p> <p>What evidence supports this? N/A</p> <p>What are the key lessons for the cluster? N/A</p> <p>What are the next steps towards achieving the outcome? Organising and effectively using facilitator release.</p>	

3. Disbursement schedule (a copy is available in your contract)

Please find below a disbursement schedule

ICT Professional Development Cluster: Great Barrier Island			
Contract No. 08-0195			
Disbursements Schedule			
Milestone No. 1			
To:	Murray Brown E-Learning Unit Ministry of Education PO Box 1666 WELLINGTON	Email to:- < ictpd.milestone@minedu.govt.nz >	
From:	Your School Address 1 Address 2	Courier electronic copy to:- Murray Brown e-Learning Unit Ministry of Education Level 11, Public Trust Building 117-125 Lambton Quay Wellington	
For Professional and Operational Costs:			
	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$ 32322.00	\$ 537.00	1.66%
Professional Costs	\$ 73377.00	\$ 3711.91	5.07%
Operational Costs	\$ 11134.50	\$ 1521.53	13.67%
Teacher Development	\$ 16500.00	\$ 968.77	5.87%
Costs (if relevant)			
plus Goods and	\$ 16666.65	\$ 535.08	
Services tax			
Total	\$150000.00	\$7274.29	

Appendix A:

Milestone template

Version 0.9 14 March

GBI ICT Cluster Action Plan 2008: Okiwi School

Term 1	Term 2	Term 3	Term 4
Key Goal 1: Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.			
<ul style="list-style-type: none"> • Attendance at Learning@school conference by Okiwi Principal • Ongoing reflection 			<ul style="list-style-type: none"> • Attendance at Ulearn conference by Okiwi teaching staff • Use reflections and knowledge gained throughout the year to develop a vision statement for cluster. • Commitment to ICT reflected in 2009 charters, plans, teaching & learning approaches.
Key Goal 2: Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.			
Key Goal 3: Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).			
Okiwi School Goal: To use ICT to support the learning of Te Reo Māori			
<ul style="list-style-type: none"> • Contact National ICT Contract Facilitator for Māori medium schools. • Contact & visit Kurakaupapa Māori that are using ICT effectively. • Access Te Reo Māori 'experts' for support (eg: Māori RTL, Advisors) 	<ul style="list-style-type: none"> • Access and explore ICT-based Te Reo Māori resources (eg: websites, CD Roms). • Incorporate resources into planning and assessment. • Trial use of resources in the classroom. • E-asttle pilot 	<ul style="list-style-type: none"> • Access and explore general ICT-based resources and how they can support Te Reo Māori (eg: recording audio, podcasting, video, animation). • Incorporate one resource into planning & assessment. • Trial use of resource in the classroom. 	<ul style="list-style-type: none"> • Access and explore Te Marautanga o Aotearoa with a view to school-wide use in 2009.
Key Goal 4: Continue to develop shared administrative systems (eg: shared database of resources, wider area network between organisations, ICT plans).			
<ul style="list-style-type: none"> • Establishment of cluster web presence • E-Asttle trial in all three schools. 	<ul style="list-style-type: none"> • School's combined purchase of Access It library database software and related training 	<ul style="list-style-type: none"> • National Library Contract starts (July) 	

GBI ICT Cluster Action Plan 2008: Mulberry Grove School

Term 1	Term 2	Term 3	Term 4
Key Goal 1: Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.			
<ul style="list-style-type: none"> • Attendance at Learning@school conference by MGS Principal • Ongoing reflection 			<ul style="list-style-type: none"> • Attendance at Ulearn conference by Okiwi teaching staff • Use reflections and knowledge gained throughout the year to develop a vision statement for cluster. • Commitment to ICT reflected in 2009 charters, plans, teaching & learning approaches.
Key Goal 2: Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.			
Key Goal 3: Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).			
Mulberry Grove School Goal: To use ICT to support the key competency <i>Using Language Symbols & Text</i>			
<ul style="list-style-type: none"> • Contact Numeracy Facilitator • Attend Auckland numeracy symposium • Access and explore ICT-based literacy & numeracy resources (eg: websites, CD Roms) • Access & attend relevant PD opportunities 	<ul style="list-style-type: none"> • Continue to access and explore ICT-based literacy & numeracy resources (eg: websites, CD Roms). • Incorporate resources into planning and assessment. • Use of resources in the classroom. • Reflection on use at staff meetings. • Establish intranet to allow easy access to resources • E-asttle pilot • Access & attend relevant PD opportunities 	<ul style="list-style-type: none"> • Continue to access and explore ICT-based literacy & numeracy resources (eg: websites, CD Roms). • Incorporate resources into planning and assessment. • Use of resources in the classroom. • Reflection on use at staff meetings. • Establish intranet to allow easy access to resources • E-asttle pilot • Access & attend relevant PD opportunities 	<ul style="list-style-type: none"> • Whole-staff reflection into ICT use this year. • Determine priorities for ICT PD next year..
Key Goal 4: Continue to develop shared administrative systems (eg: shared database of resources, wider area network between organisations, ICT plans).			
<ul style="list-style-type: none"> • Establishment of cluster web presence • E-Asttle trial in all three schools. 	<ul style="list-style-type: none"> • School's combined purchase of Access <i>It</i> library database software and related training 	<ul style="list-style-type: none"> • National Library Contract starts (July) 	